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A Tour of Vermont Schools

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXII, No. 12

October 20, 1930

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

History Is Marketed Events

IT IS NOT the plowing nor the planting, the cultivating nor even the harvesting that reveals the profits, but the marketing. All these activities are important, but the bank account is not effected till the harvested crop is marketed.

The crop must have escaped those late and early frosts, insects, pests, hail, flood, and drought, and yield a serious surplus before the returns for labor and investment are known.

Mr. Edison owes much of his success to the fact that one of his early inventions—a patent vote recorder—had no market. Since then he has invented nothing until he knew there would be a market for it.

The passion for inventing is a terrible disease. I have a friend who has a fabulous number of patents, only one of which has been valuable. His wife told me in his presence that she had to earn money that he might indulge his passion for inventing.

Much so-called history is merely the indulgence of the passions men have to express their opinion about things of which they know little or nothing. Nothing is history that has not been marketed in the improvement of civilization.

Much that is printed as history is merely myth, fable and mirage.

Writers of mythical history exaggerate the myth more than it has been exaggerated before as an excuse for using the myth.

For illustration, Horace Mann, who was literally the one great creator of public education, has been a myth because no one had presented the facts about his service to education. In April, 1930, a school text on American history devoted three pages to Horace Mann, one-third to his picture, and the remainder to the statement that he was the greatest of American educators, giving only one reason why he was the greatest of American educators, namely, that thousands of schools are named for him. The truth is that not thirty public schools had been named for him when that text was published, and only twenty educational institutions had anything named for him. No one

had ever magnified that myth adequately, though it had been claimed that many schools had been named for him, but in 1930 to do the myth justice the myth changed to "thousands of schools."

Fables have an equal tendency to exaggeration, and the mirage is as alluring to writers of what should be history as the mirage is to the thirsty traveler on the desert.

The only safe rule in measuring events as history is to see to what extent they play a part in the trail of civilization.

Nothing is history just because it has happened. The vast majority of events that have happened are of no more historic consequence than apple blossoms that never make fruit buds.

Nothing is history that was never of more than local interest. An event must have some return in time or distance in order to be history. That is, an event must be marketed in civilization in order to be history.

Five Women Honored

LOS ANGELES County has honored five women appropriately and delightfully by naming two public schools for Dr. Susan M. Dorsey, Jane Addams, Susan B. Anthony, Florence Nightingale, and Mary Lyon.

This is as characteristic an official act as Southern California has ever indulged herself in.

There is nothing comparable to this in education in the world, and Los Angeles County, that has been setting unprecedented examples for a third of a century, has never done anything more worthy of its traditions than this selection of these five women, with Dr. Susan M. Dorsey at the head of the list.

Trail of Geography

THE announcement of a "School of Geography" at Harvard University cannot have the same significance that it has to one who studied geography three-quarters of a century ago, taught geography sixty-five years ago, and has known personally most of the specialists in geography making for sixty years.

Geography was not a required study even in Massachusetts when I studied geography in a grammar school. We had an atlas almost a yard square full of maps, wonderful in those days, and a book of geographical information. A few of us studied geography because it was interesting to us. We never recited, but the teacher knew that we knew what we learned, because we asked questions about things we did not understand.

After the Civil War there was a geography—Warren's geography—about the size and much like the traditional geographies of the last half-century.

About sixty years ago there was a great advance in the teaching of geography. Apgar and Guyot's books aroused high enthusiasm. Then Harper's beautiful geography modernized the popular Warren's geography, and the rivalry in school geographies was great, culminating in Frye's textbooks.

Frank G. Carpenter's geographical readers were a great creation. Then the Geographic Magazine glorified geography in home and school.

Industrially and commercially, geography in school flourished, and Dr. Wallace W. Atwood heroically dared to transform Clark University, which was sacredly consecrated to modern progressive psychology, into a "School of Geography," in which students actually traveled to learn geography by seeing it.

And now Harvard University is to have an adequate building on the sacred Divinity avenue with an endowment for the study of geography, thanks to Dr. A. Hamilton Rice, the teacher-in-chief of all learners of geography by seeing geography.

Mischievous Curvature

NO SCIENCE, discovery or invention can defy the tyranny of the curvature of the earth's surface.

The Lindbergh Beacon of two billion beam candle-power aeronautical light, 531 feet atop the Colgate Building, Chicago, is so powerful that citizens can see to read by it seventy-five miles away.

This light can function two hundred miles, but *owing to the curvature of the earth's surface,* an aviator would have to be twelve miles high in order to see it, and he could not use it when he saw it.

No intelligence quotient can escape the moron class that is not measured by the vitalized achievements of education in administration of city, county, or state schools in the last ten years.

World Fellowship Among Teachers

THERE can be no isolation in education. It is important that teachers think in world courts professionally.

Fortunately the New Education Fellowship (International), organized in London, is a World League of all concerned with education. There are eighteen magazines in seventeen languages associated with the New Education Fellowship, through which every successful vital achievement in education in any corner of the world can be made known to teachers in all nations and languages.

Mrs. Beatrice Ensor, organizing director, and Miss Clare Soper, secretary, have American headquarters of the New Education Fellowship at 16 Jackson Place, Washington, D.C.

Federal Commissioner in Action

By ALBERT E. WINSHIP

THE United States Commissioner of Education has opportunities and responsibilities such as the office has never offered before.

Dr. William John Cooper, the eighth United States Commissioner of Education, presides over an official equipment as far removed from anything enjoyed by Barnard, Eaton, Dawson, Harris, Brown, and Claxton as radio service is above that of the early phonograph.

I am the only person, probably, in active life who has known intimately each of the eight men who have been honored with the responsibility of this office, and who knew them when in office.

I have never had an experience comparable to that of calling upon the entire group of secretaries, deans, and directors whom I have known in service for more years than it would be courteous to specify, in offices such as no Commissioner ever enjoyed prior to Dr. John J. Tigert, who had the honor of installing the outfit in the new building.

It was difficult to recognize L. A. Kalbach, Dr. Cooper's chief clerk, as the same "chief clerk" whom I have known as the chief functionary of more than half of the Commissioners.

More remarkable than the luxurious setting of the women and men who have served faithfully and efficiently through various administrations, was the experience of meeting the new appointees. Dr. Cooper is the only Commissioner with funds sufficient to enable him to look the country over and invite so many highly equipped and degreed professionalists to take charge of important departments at one time as entered upon their duties in September, 1930.

Miss Sabra W. Voght, librarian and director of library service of the Office of Education, has been connected with the library of the University of Tennessee, the Ohio Library Commission, New York State Library, and the library of the Pennsylvania State College.

As head of one of the six major divisions of the Office of Education, she will be responsible for making the library service in the highest sense the national library of education, serving everybody in every way, extensively and intensely. Her equipment for this noble service is professionally recognized by the librarians of the country.

One of Dr. Cooper's important creations is the establishing of the department for the promotion of the education of exceptional children anywhere and everywhere where advice and counsel are needed in making this service universal and uniformly wise and sympathetic.

There is need of wholesome and inspiring leadership in the promotion of this highly important education. In the nature of the case there is liability of misdirected zeal in the early stages of irresponsible propaganda.

Elise H. Martens, who will have charge of this work, has demonstrated rare ability in this service in Oakland and Berkeley, having been connected with such guidance in the school systems of both cities. She has had experience with the Berkeley "Co-ordinated effort on behalf of the maladjusted child."

Maladjustment in the early school years is frequently the forerunner of social maladjustment and delinquency in adult life. The juvenile offender is likely to be the child who is mentally, physically, or emotionally handicapped, and crime in the adult may often be traced to the unhappiness, the physical or mental unfitness of the child. Education faces the problem of making satisfactory provision for those children who need special adjustment.

Dr. Cooper's extended experience as eminently successful city superintendent in Central and Southern California and as state superintendent is helping him to develop important leadership of this kind.

One of Dr. Cooper's significant departures in education is in the appointment of Dr. Ambrose Culver, whose doctorate of philosophy was earned at Teachers College, Columbia University, in college administration and instruction and educational personnel research. He is the first person of his race to attain a Doctor's degree in this phase of education.

Dr. Culver is a graduate of Knoxville College, Tennessee, and has a Master's degree from the University of Wisconsin. He has been dean of Fisk University, and professor in Harvard University. Dr. Culver joins the official life of the Office of Education with rare scholastic recognition and will render exceptional service to negro education.

One of Dr. Cooper's most notable additions to the chiefs of major divisions of education is the appointment of Dr. William D. Boutwell as editor-in-chief of the publications of the Office of Edu-

cation. Mr. Boutwell is a graduate of the University of Illinois, where he majored in the field of journalism. He has been engaged in editorial work ever since he graduated, first with the United States Post Office department, where he served under Postmaster General Work for more than a year, and since November, 1923, with the National Geographic Society, where he has done editorial work and has served as assistant to the chief of the School Service Division. He has prepared and edited the Geographic News Bulletin, a publication for teachers prepared and established by the National Geographic Society. He is specially well qualified for the position.

A Creative American University

By ALBERT E. WINSHIP

GEORGE WASHINGTON UNIVERSITY was born in the District of Columbia in 1820, which was the most auspicious time for an American University to be born. Old things in education had passed away, and there was a real opportunity for something new to be born.

Virginia's fourth President was the last she would elect for many a year, and there was danger that the son of John Adams, the only New England President—who was abhorrent to Virginia—might succeed the fourth Virginian. Virginia had given birth to its State University for which Jefferson had been pleading from Colony days, but it was in a two-year-old weakling stage in 1820, and George Washington University was a foundling in the District of Columbia.

It was more than fifty years before it had any foster parent when the District's most famous citizen cradled George Washington University in relative luxury, in beautiful buildings scattered in the neighborhood of the White House.

As the university neared its centennial anniversary professional glory hovered over it with attractive plumage but without adequate fertilizing gold dust.

Within three years the University has had a "shower" of good things of various kinds. Heroic scholastic standards, real deans with responsibilities on parade, and even a campus in the offing.

The one hundred and tenth anniversary was celebrated by recognition at the International Institute at Geneva, where President Cloyd H. Marvin gave twenty-four lectures, and held seminars with representatives of twenty-nine countries in conference with the president of George Washington University at its first international appearance.

It was not the George Washington University of 1820, nor was it the George Washington University that Mr. Corcoran blessed with art and science, nor even the George Washington University that celebrated its centennial academically. It was appreciation of "A Creative American University" which President Marvin had spread upon the canvas of the nations in the three years of his presidency.

The entire University administration has been reorganized on a modern American twentieth century basis, using the Federal activities that surround it as they had never been used before, as they could not be used but for its location.

In a hundred ways it avails itself of its opportunities, and a genuine creative American university has resulted in international recognition of its president at Geneva on the one hundredth and tenth anniversary of the birth of George Washington University.

A notable example of the use made of these opportunities is that of the Federal Government's foreign service.

Through affiliation with the American Council of Education, the George Washington University's activities are recognized by the Federal Department of State.

More than three hundred foreign service officials listed everything considered important that a federal representative should know, and the personal characteristics which should be cultivated in order to serve his country and the foreign country where he represented his country.

When these lists were received they were classified, analyzed, and grouped, and the resultant list was returned to all foreign service officials for their elimination and rearrangements.

Upon the return of this second list, there were thirty-eight sections of record of usage. There has been nothing comparable to this combination of national and international service in the world's history.

Belding's Page

The Outworn Rod

CORPORAL punishment is rapidly disappearing from the public schools of America. Most of the larger cities have passed laws forbidding the practice or restricting it in such a way as to make it of very rare occurrence.

Whether we agree that the rod is never necessary, or not, we must all be aware that times have so far changed, in most localities, as to render the application of physical force by teachers or principals somewhat of an anachronism. The best teachers in the rougher pioneering days used the birch or hickory but seldom at most, and some of them never resorted to it. Modern education has learned to sell itself to the boys and girls. The teacher has become more of a friend, in the eyes of the pupils. And there are fewer of those misfit pupils who tried to make up for their mental backwardness by becoming school bullies.

Whipping has usually been a stupid remedy; a traditional panacea for the sins of childhood; the first and last resort of adults who had no other notion of what to do when faults appear that must be corrected. Whether the old remedy should be thrown out of the pharmacopœia entirely, or kept for certain cases, is a point on which doctors may still disagree.

Conservation of Workers

MILLIONS are spent by great industrial concerns in chemical and industrial research, to discover how material wastes can be prevented. How much is spent by these same concerns to discover how the careless tossing away of man power can be prevented?

Some forward-looking concerns are giving heed to this problem. They parallel their introduction of labor-saving machines with the introduction of new products which are to take care of the men and women displaced by the new mechanism. This is not merely humane. It is excellent business. It not only means added profits from the sale of new products, but enormous indirect benefits in the morale of employees, their increased loyalty, their interest in saving time and materials for a firm that respects the human factor.

Typical of the careless attitude toward human values is the prejudice against hiring men over forty, and the accompanying desire to discard or weed out middle-aged and elderly workers already on the payroll.

The effects of such a policy are bound to be far-reaching and harmful.

Better Schools League, Inc., of Chicago, recently called attention to the effect of such a policy upon young people, in discouraging their attendance at school. "If I've got to make my financial success before I am forty," the youth thinks, "I had better quit school and get a job." Of course, it is possible to meet this reasoning with the counter argument that schooling is essential to getting and holding desirable jobs. And—within reasonable limits—the more schooling the better the foundation which is laid for a continuously growing usefulness.

The Chicago league here referred to has examined the ages of the forty-six business and industrial leaders comprising the directorate of the United States Chamber of Commerce. These men are not "has beens," the league points out. The youngest is forty, the oldest eighty-four. Only 15 per cent. of the directors are under fifty. Fifty-two per cent. are between the ages of fifty and sixty, and 35 per cent. are over sixty.

Seventy-two per cent. of these directors are described as having obtained adequate mental training as young men. Big business needs to get the "under forty" aberration out of its head. Also, it needs to do a heap of pondering over the economic situation which will be created whenever any large number of capable workers, for whatever reason, are dumped upon society for support.

Educators have a duty to emphasize the absurdity and the viciousness of the theory that the acme of human efficiency is reached at any specified age.

Smiling Walls

THE other day a youth set fire to a barn in order that he might be arrested and sent to prison. He wanted to play on the prison football team, he said.

Modern penology is constantly in danger of going too far in making the life inside prisons resemble the life outside.

O. Henry's story of "The Cop and the Anthem" was probably true to life for a certain type of wrecked humanity, which might come to prefer incarceration to starvation. But when a young man, with the adventure of life ahead of him, is lured by visions of playing on a prison ball team, something is out of kilter.

Incidentally, have not the film theatres, of late, been painting some rather rosy pictures of prison experience? Dungeons are dark and terrible, of course. But one can keep out of them by being a model prisoner. And then, a prisoner of talent may become leader of the prison orchestra, and a soloist in the talkies.

Anson W. Belding

Associate Editor

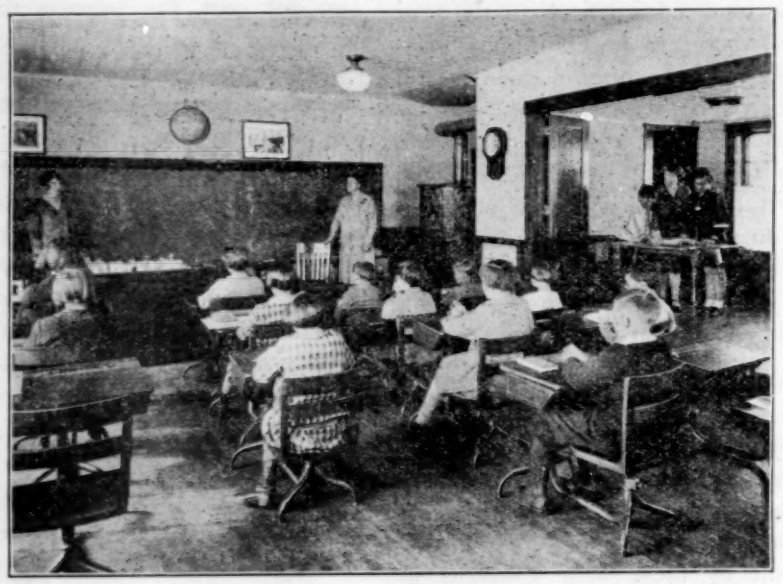
A Tour of Vermont Schools

By CLARENCE H. DEMPSEY
State Commissioner of Education

If a group of educators were to visit Vermont, here are some of the things and places Commissioner Dempsey would like to point out to them. Vermont's development of the small unit rural school is an interesting phase of the story.

IF A GROUP of practical school men were to visit Vermont, I would suggest an itinerary somewhat as follows:—

The group might well begin by visiting the town of Brattleboro, where there is an excellent general system of schools, including both elementary and high schools, under the able administration of Miss Florence M. Wellman, superintendent. Here the visitors would be able to see especially good work in English, including creative writing and also class instruction carried on efficiently, furnishing excellent attention to individual as well as social needs.



INTERIOR VIEW OF A "STANDARD" RURAL SCHOOL IN VERMONT

From Brattleboro the visitors should go north to Bellows Falls and inspect the splendid new junior-senior high school erected in 1928 and completely reorganized at that time.

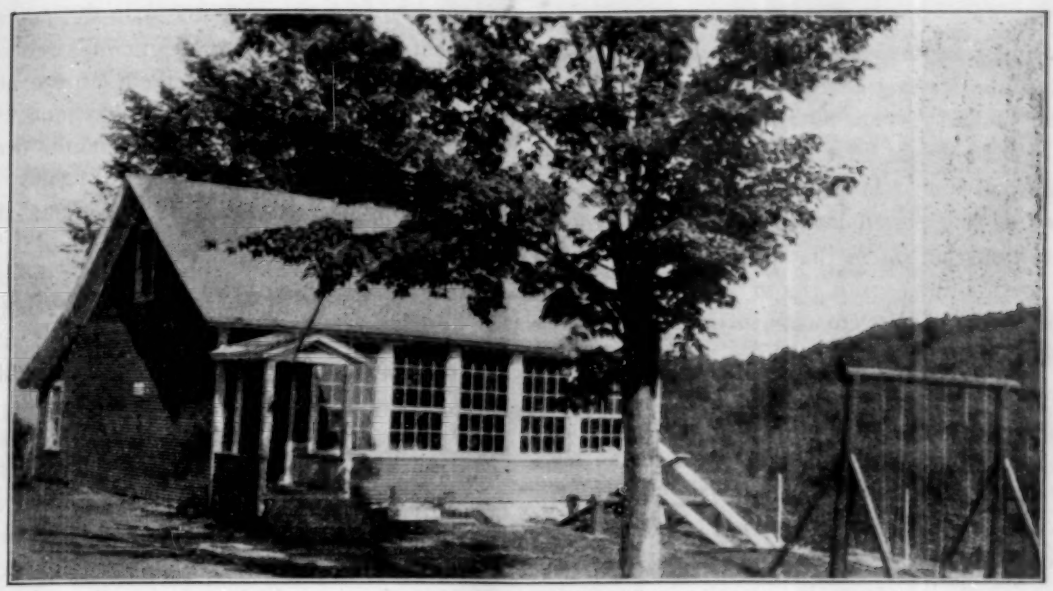
The next stop would be in Springfield, about twenty-five miles north of Bellows Falls, where in addition to a good elementary system and a well organized junior-senior high school, housed in a fine newly remodeled and enlarged building, there is a four-year vocational training school of secondary grade associated with the local machine and tool-making factories. This vocational school has been in operation for a number of years, and furnishes an unusually fine training for young men in the industrial field.

Proceeding northward, a brief visit of interest would be made to the State School of Agriculture, located at Randolph Centre, where some seventy boys are given a practical and well-balanced course in agriculture, adapted to Vermont conditions. Inasmuch as dairying is the chief phase of agriculture in the state, this type of farming is stressed as the most important, although poultry raising and the growing of general farm crops are also splendidly developed and taught.

On the way north from the State School of Agriculture, the visitors would pass through Northfield, and there it would be instructive and interesting to visit Norwich University, one of the outstanding military colleges in the country. There one could see the splendid military and civic training given to a fine group of young men who at the same time are obtaining an efficient college course in engineering, science, and other college branches.

The next stop would be in the city of Barre, where an excellent elementary and high school system would be found and where there is a vocational course of unique character, in connection with the granite cutting industry. This course was organized three years ago, and a large group of apprentices is given intensive and complete training in the various phases of cutting and manufacturing granite. It was the first school of the type organized in the country, and is carried on under the auspices of the Federal Board for Vocational Education.

From Barre the group would proceed to Burlington, and there would find a visit to the University of Vermont most interesting and profitable. They would inspect the work of teacher training in that Department, which is virtually a Teachers' College, giving training for both elementary and high school teachers. They would be interested in the arrangements made for observation and practice work by the students in the city schools and in outlying rural schools. Visiting the public school

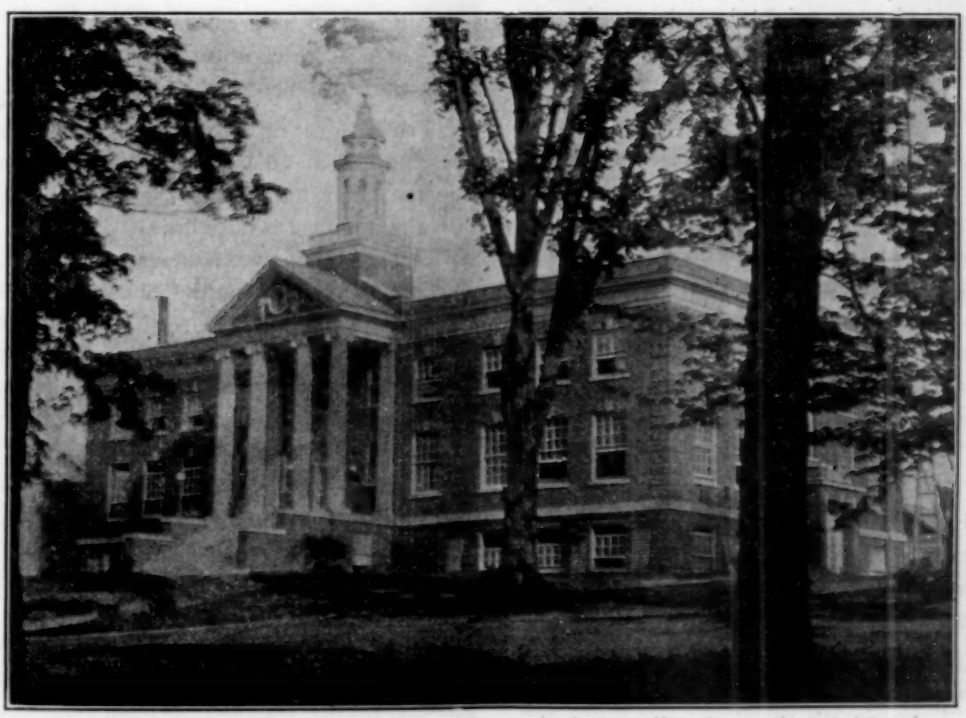


A VERMONT "STANDARD" RURAL SCHOOL, RED SCHOOL, DUXBURY

system of Burlington, it would be of particular interest to see the development of objective primary work growing out of the environment of the child, and the visitors would also be interested and profited by visiting the splendid high school plant housed in two buildings for junior and senior groups, connected by a fine gymnasium between the two buildings.

Turning south from Burlington the next stop would be at Middlebury College to become acquainted with the unusually strong departments of French, Spanish and English, as well as to visit and know the college as a whole.

Some twenty miles south of Middlebury a visit should be made to the town of Pittsford, where the supervising principal has worked out a very practical and fine program of health work suitable for a small community. The program includes inspection, follow-up work for removal of remedial defects, a working program for improvement of health and for physical vigor, as well as the inclusion of a descriptive course dealing with a knowledge of health habits and principles. At Pittsford the visitors would also call to inspect the Preventorium with its rural school, an institution where children with incipient tuberculosis are



ADMINISTRATION BUILDING, CASTLETON NORMAL SCHOOL

cared for in a most rational and successful environment.

A few miles southwest of Pittsford is the town of Proctor, the leading centre of the marble industry. This would be an interesting spot to visit. Also of interest would be a visit to the consolidated elementary and high school plant, both as to organization and as to types of intellectual, industrial and social work carried on in that place.

About ten miles south from Proctor a visit should be made to Castleton Normal School. The old building destroyed by fire in 1924 has been replaced by a new administration building and a new dormitory, and has been built up under the efficient leadership of its principal as a model elementary normal school of moderate size. The courses of study, the observation and practice work connected with rural schools and the life and spirit of the students in attendance are most interesting and suggestive.

From there the party would proceed to Rutland and visit the new high school building completed in 1929, a fine example of a model high school sufficient for approximately eight hundred students. Its location and the arrangement of the adjoining splendid athletic field furnish excellent examples of what a modern high school should provide.

The visitors, in the course of their journey through the state, would pass many one and two-room rural school buildings of thoroughly modern type, marked with "Standard" and "Superior" plates. Some of these should be visited to see the type of rural school building which is becoming prevalent throughout the state and of which there are approximately six hundred at the present time. These schools have been built and equipped with the idea of having a thoroughly modern and satisfactory rural school plant adapted to well-rounded programs of education and community use. Their development and organization have constituted one of the outstanding features of school improvement in the state within the last ten years.

Re-creation as Summer School Aim

By W. A. BALDWIN

Rhode Island College of Education, Providence

IN ATTEMPTING to offer suggestions for improving present conditions in summer schools two courses are open, viz.:—

1. A theoretical plan might be suggested.
2. Things which have been tried and which have seemed to produce desirable results might be described.

I shall venture to follow the second course, not with any idea that what is here related has not been as well or better done by others, nor that the same sort of plans would prove as satisfactory under different conditions, but that these experiences may prove suggestive.

Of course, the story should start with the teacher before she even decides to go to a summer school

Let us take it for granted that the superintendent has given to his teachers suggestions along two lines, viz.:—

1. The kind of summer work which it seems to him desirable for them to get.
2. The summer school or schools which seem to promise that kind of work.

This leads to a consideration of the offers made by the directors of various summer schools. These offers should be along two lines, viz.:—

1. Re-creation.
2. Inspiration.

The re-creation should take the three lines as mentioned in my article of September 29, viz.:—

1. Physical re-creation.
2. Mental re-creation.
3. Spiritual re-creation.

The inspiration should go hand in hand with the re-creation in all of these lines and should indeed be the chief purpose in the minds of the members of the faculty at all times.

During the twenty-seven years of my supervision of the Hyannis Summer School teachers and superintendents were invited to come to Hyannis for refreshment and uplift. Credits were given for work accomplished, but little mention was made of them, and students were urged not to work for marks.

Courses were offered to meet the changing needs of teachers and superintendents of the state, and great pains were taken to secure the best possible instructors for these courses. The most of these instructors came back from summer to summer so that there was built up a fairly permanent faculty all of whom were loyal to the ideals of the Hyannis Summer School.

And what were these ideals? The three H's—Health, Happiness, and Helpfulness for all.

The housing and boarding of both faculty and students received careful consideration as they are fundamental in both the physical and the social well-being of the school.

We expected our students to eat and sleep better after coming to Hyannis, and to gain several pounds in weight during the first week or two.

We started each session with the idea that we were all members of one large family who were to enjoy living together sympathetically and helpfully through all the weeks of the session. This meant *participation* in all the activities of the school in both work and play.

As the days went by this living together helped in bringing to each a new appreciation of the real meaning of education—"education as growing."

The daily program was so arranged that a student could carry but two subjects, and each student was advised to take but one.

The work of the day began at 8 o'clock, and there were two double periods during the forenoon. The first period lasted until 9.35. Then came the assembly period, followed by the second recitation period from 10 to 11.35.

The afternoon was given over to expeditions, excursions and to seashore activities. Students were advised to work hard during the forenoons, and the evening if it seemed necessary, but to leave the afternoons open for lounging on the beach, wandering through the fields, sailing or for auto trips.

Note: The following and other quotations used in this article are from the pen of James M. Grainger, Farmville Normal School, Farmville, Va., who was for nine years a sympathetic, helpful member of the Hyannis Summer School faculty:—

A REFRESHING SUMMER SCHOOL

Summer School.—Ordinarily the words connote a hot season of confinement within the halls of a "higher institution of learning," where distraught but ambitious teachers, already frayed to a frazzle, further deplete their powers by wildly pursuing four or five courses, sometimes more,—usually lecture courses of the type made in Germany. They do it because the school authorities back home require it, and they have a mistaken notion that such flagellation is immensely beneficial, and is necessary for professional growth.

The teacher usually comes out of such an experience with a sense, perhaps, of having superficially "covered a lot of ground," and she may have got a smattering of information and a medley of new suggestions and tricks of the trade. But her energies have been dissipated rather than conserved. Mind and body have become exhausted. No really sound growth has taken place, and no initiative remains for carrying into practice the new ideas she may have caught on the fly. When she returns to her school she settles back into the same old rut, sadder, but not much wiser, for the experience. Next summer she goes and does likewise again.

Recreation of Body and Mind.—The summer sessions of the Normal School at Hyannis, Mass., however, are conceived and carried out in accordance with a sounder theory of the function of a teacher's vacation,—the theory of *re-creation*. "Old Cape Cod" is justly famous as the summer playground of America, and undoubtedly does the Nation an invaluable service in this capacity. No one, nowadays, doubts the importance of true recreation among the essentials of the balanced life. But to the teachers of Massachusetts and other states, who have attended the summer sessions of the Cape Cod Normal School at Hyannis during the past twenty-three years, the Cape has afforded recreation in a deeper sense. For through the regenerating influence of this remarkable vacation school thousands of teachers have been made over in mind and spirit, and renewed in courage to serve their state in the high vocation of training American citizens.

* * * * *

But the features which really distinguish Hyannis from the general run of summer schools and give it character are not physical. They have their root in the philosophy of life and of education underlying the institution, and in the spirit in which the work and play are organized and administered.

Students were expected to arrive at Hyannis on the day before the school opened so as to get comfortably settled as to rooms and courses, and to be ready for regular recitations at 8 o'clock on the first day. Each student was given the opportunity of a personal interview with the principal regarding his program.

The assembly exercises came each day in the midst of the forenoon and furnished the *real centre* of the life of the school. I was in the habit of leading in the first two or three assemblies in order to explain briefly the ideals of the school, especially the key word or watchword for the summer. Each member was responsible for one assembly exercise in which he discussed the subject from the standpoint of his own particular subject.

For years it was the practice of the principal to select a term which would express a prominent or fundamental idea in the educational thinking of the year, and to propose this to the faculty and students as the watchword for the work and play of the summer session. One summer the watchword was "Seeking after Truth"; again, it was "Democracy"; and again, "Participation." In 1919, the summer after the World War, it was "Reconstruction," and addresses at morning exercises, faculty meetings, and class work were all directed toward the consideration of educational readjustments necessitated by the war.

Each class was conducted on the basis of a democracy and the recitation took on the form which we have come to call the socialized recitation. If the lecture was used it was preceded or followed by free discussion.

FACULTY MEETINGS

Every member of the faculty was present and participated in the weekly discussions of that body. The subject for discussion was always education as it impinged upon the present life of the members of the school. Here we listened to and considered respectfully various opinions. Each teacher was encouraged to respect his own indi-

viduality. We did not attempt to settle any question but to keep an open mind, to face in the right direction and to keep moving toward the light. Truth was to us never static but always evolving.

If the summer school is to do its best for the winter school it must send teachers and superintendents back to the schools full of inspiration. Such inspiration should be gained hand in hand with the various re-creative activities of the school. But it should be especially emphasized by the assembly exercises and by an occasional general lecturer.

Actual participation in school work, carried on with the motive power such projects supply, gives teachers a new joy in the service which they become assured they can render by tying up school work with life outside, and a new faith in the efficacy of teaching as a life work. . . .

To renew the teachers' faith in themselves and in their great mission, summer by summer, should be the inspiring project of the summer sessions.

The Family in a Changing World

By SIDONIE MATSNER GRUENBERG

Teachers College, Columbia University

THE growing child needs, if he is to find adjustment to the heterogenous society in which modern adults live, constant constructive aid from his parents, beginning in the earliest years. Indeed, perhaps our greatest task as parents today is to orient our children in this world as they find it—a new world in which they have few patterns to follow.

The very diffusion of the vital processes which once were entirely controlled by the home calls for greater rather than less effort on the parents' part, over a much wider range than ever before. As we find our children reading more easily and more rapidly than we ourselves, we have to take increasing thought for supplying suitable reading matter. If they learn more about a larger world than we even knew, it becomes necessary to consider what interpretations they will make of what they learn.

At school, in their after school recreation, even through the long college years when they are actually adults, though still dependent upon their parents, they necessarily have the handling of their expenditures, with no actual control over their incomes. How, then, are they to acquire a sense of values with regard to these expenditures? It is no small part of the modern parent's task to find ways of helping young people to a balanced judgment in relation to earning and spending.

Perhaps the greatest change has been our revised attitude with regard to the perennial problem of "discipline." In former generations the church, the state, and the whole community, all outwardly at least, had one conviction on both vital and trivial questions in human relationships.

We are living in complex surroundings, our relations are intricate, more influences are operating upon our children. We need a great deal more knowledge than our grandparents had, in order to make as good a job of it as they did.

There is already available a considerable and rapidly growing body of knowledge, interpreted and classified by scientist and educator for parents' use. But the first complete classification of such information is being made by experts connected with the White House Conference on Child Health and Protection.

Parents need definite help in the job of guiding and co-ordinating the child's experience, and special training in the new techniques. The home, in many cases, remains the only constant and continuous agency that cares for children, that sees them when they are well and when they are sick, in all their moods and struggles, in every stage of development. This very continuity of contact, aside from its influences upon the affections, gives the parent a strategic advantage shared by no other agency.

Parents must realize that the effectiveness of their influence upon children is dependent to a considerable degree upon the extent to which they themselves grow in stature. We have to grow through the years along with the children, in power and in satisfaction.

If family relationships have been jeopardized by the new strains to which they have been subjected, that is no indication that these relationships are without value. On the contrary we are challenged to reconstruct the home so that it *will* fit the needs and meet the demands of the present-day situation. As parents we are faced with a greater responsibility than ever before, to make our parenthood serve the new order.

They Say

HENRY W. HOLMES, dean, Graduate School, Harvard University:—

"The main thing to do is to give our curricula more backbone. A curriculum with us is now a clutter of disconnected units. It should be continuous, integrated, unified by its bearing on a big, clear, and compelling objective."

CHARLES F. THWING, president-emeritus of Western Reserve University:—

"Fertilizer put on the ground in proper amount enriches and promotes good harvest. Fertilizer put in too large amount kills the seed and burns up the soil. Studies adjusted to the mind enrich it, and cause it to bring forth thoughts, culture, character. Studies given in amounts too large and in disproportion kill, hurt, or destroy the mind."

FRANK J. LOWTH, Janesville, Wisconsin:—

"Conduct is the raw material out of which character is made."

S. PARKES CADMAN:—

"Instead of Christianizing nations, we have nationalized Christianity."

MISS E. RUTH PYRTLE, Lincoln, Nebraska, president, N. E. A.:—

"Science, literature, geography, and history are fundamental for youth today as they were not forty years ago. Youths must keep pace with American world vision."

DR. CLOYD HECK MARVIN, president of George Washington University: —

"The time has come in modern society when, with the present creative power of the people, there must be more time for the pursuit of the avocational life; more time for the development of family life; more time for recreation in order better to fit the people for the intense activity in which they must engage during the time they spend to further the work of the world.

"Time was when one day a week set aside for rest and spiritual contemplation was sufficient. It is becoming necessary in modern society to add to that, time for the strengthening of the social and recreational features of life."

WALTER DAMROSCH:—

"Music in the home is the very cornerstone of our civilization."

K. A. PLIMPTON-KENT:—

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— BY —

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FOR TEXTBOOKS

Cost of Textbooks

The Statistical Summary of Education, 1927-28, recently published by the Federal Office of Education, contains one section of valuable data that had not previously been collected since 1915. This has to do with expenditures for textbooks. The Commissioner of Education has ascertained that only 1 63/100 per cent. of the expenditures for public schools are represented by the net cost of public-school textbooks. This figure is much smaller than that for 1913, when 2 73/100 per cent. of the expenditure for public schools was represented by the net cost of textbooks. He also found that in 1928 the net cost of public-school textbooks, elementary and high school, was $1.351 per child enrolled. These are indeed low figures and clearly show that so far as textbooks are concerned public-school expenditures are handled very economically. Indeed the question might be raised whether our expenditures for textbooks are not disproportionately small.

For those with a taste for statistics there is a wealth of data in the summary referred to. It is shown, for instance, that the total net cost of books for elementary schools, public and private, in the United States and Philippine Islands amounts to nearly $23,000,000, while the corresponding cost for high-school textbooks is a bit over $16,000,000. Thus the net cost of school textbooks produced in the United States amounts in grand total to about $39,000,000. This business is divided among sixty publishers including the state printer in California.

Of course this $39,000,000 for school textbooks seems small when we compare it with some of our other expenditures. According to the Statistical Abstract of the United States for 1929, the manufacture of chewing gum is a business half as large again, and that of making confectionery ten times as large. Even in these days of small, plain hats for the ladies millinery costs five times as much as school textbooks. Soap costs seven times as much; and when we come to the figures for cigars and cigarettes, we find that our tribute to Lady Nicotine is about twenty-five times that to Minerva, if the latter lady is fairly represented by textbooks for the schools. Even for the lowly match which blazes for an instant as we light our cigarette we surrender more millions than we do for the arithmetics, geographies, and other textbooks with which we equip all the elementary grades of all our public and private schools.

Truly we ought to be able to afford the best textbooks.

Personal and Professional

HARVEY A. SMITH, principal of Central High School, Washington, D.C., has one of the best public secondary schools in the country from every angle. He is a public-spirited citizen, and now he is also superintendent of the young people's department of one of the most important Presbyterian Sunday Schools in the District of Columbia.

DR. GEORGE HOWARD, superintendent Rowan County, North Carolina, is to be on the faculty of the University of North Carolina. No one has had the range of experience in the same length of time that Dr. George Howard has had. He was in the State Department of North Carolina, and went to Teachers College and earned his doctorate for the express purpose of preparing himself for service as county superintendent. He has had really fabulous success as superintendent of Rowan County.

His achievement with Salisbury as the "seat of empire" has attracted national attention. No county superintendent with real country life conditions has been more clearly scientific in the presentation of rural life problems or national progress than has he.

No one could have a better opportunity to magnify his professional experience and equipment than he will have at the University of North Carolina.

BYRON C. KIRBY, former principal of the Linden Platoon School, has been appointed principal of the Oliver School, South Bend's largest platoon school. The platoon school is one of Mr. Kirby's favorite fields. He has given much time to research and study along this line. South Bend is fortunate to have Mr. Kirby as chairman of the platoon school group.

W. A. BUTCHER, principal of the John F. Nuner School, South Bend, Indiana, has exceptional qualifications for this position. He has had wide experience in teaching and supervising in the one-room rural schools; rural high schools; city schools; universities; and was also at one time the assistant director of education in the Third Army Corps. For the past eight years Mr. Butcher has been head of the social science department of Central Senior High School, South Bend.

F. O. SCHOEPPEL, newly appointed principal of the Washington Junior High School, South Bend, Indiana, has been in the South Bend school system for several years as principal of the Oliver Platoon School, the largest elementary school in the city.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

380. How should we handle left-handedness in the school? (Colorado.)

From a social point of view left-handedness is regarded by most people as a handicap. The majority of left-handed people I have known would prefer to be right-handed. They feel awkward or self-conscious in a right-handed world.

Now, from a psychological point of view there is a division of opinion about changing left-handed children to right-handed. Some authorities would leave it strictly alone. Others say we have little or no evidence to prove the change is injurious in any way. As a result of this situation many school systems urge changing when the child first comes to school. If the child is upset emotionally or is along in the grades a psychiatrist should examine the pupil and make the decision.

At our present state of information on the matter I question the wisdom of forcing a left-handed child to change, irrespective of all else. Emotional disturbance should be carefully guarded against, and a doctor's opinion sought when necessary. But right-handed writing and other work should be sought and encouraged whenever possible.

381. How can you liven up a teacher who is a plodder? (New York.)

In all kinds of work, in all places we have always had plodders who go steadily on, doing the work of the day, driving heavily on with eyes ahead, often determined, persistent, thrifty, hard-working folk, but—oh, so dull! Yes, I think I know how you felt when you asked that question. I have been there. What can you do with the plodder? Once I addressed a whole room full of plodders, and oh, how I pitied that superintendent.

Plodders are usually plodders because they fail to exercise their imagination, and without the exercise of the imagination can get no vision, no dreams, no enthusiasm. As usual the procedure is tracking down the cause. Privation, keeping one's "nose to the grindstone" in youth, even such an inheritance in a family of peasants gives this habit of just plodding. A home atmosphere that is dull, dreary and depressed often leaves a teacher in this frame of mind as she goes through the day's work. Extreme sensitiveness, a great hurt or inferiority complex sometimes walls itself up for safety in a plodding exterior. The first thing to do is to try to find this cause, whatever it may be, and if it can be removed, work to do it. If it can't, then you will have to work to counteract it. New work, a new field of interest, appreciation, and more social life are all things that help to awaken the imagination. Such teachers usually have traveled little and have very limited social contacts. This can be remedied. There is a note in all which beauty and joy can strike if you can only find it. Behind the dullest exterior is a hidden desire for a bigger, brighter life, and as long as your teacher stays in the teaching business keep on studying her as a human being, and you will get her eyes up finally. You will light her imagination if you keep at it.

382. Are parents sacrificing their influence with their children by sending them away to school too young? (Massachusetts.)

If it is a good home, with fine parents and a fine atmosphere, then it has a certain influence which no school can supply. Many people think we are getting a tendency to cut the child off from this influence younger than is wise in most cases. Many fear this is becoming a fashion.

I see no substitute yet for the home as a unit in society. The home and school still supplement each other. Now if the child spends his vacations, a fourth of the year, in the home with his parents that is one thing. If he spends them in camps or with strangers, that is quite another.

I have no sympathy with the school which believes children should be taken from parents as soon as possible. Such extremists make no appeal to me. Affection and even the drive of parental ego have their places in a child's growth. Family interest is usually more intense than school interest. Of course, I have in mind only parents who desire to do their best for their children, and are not sending them away to dodge responsibility. A child certainly has a right to all the best kind of a home can give, a right to all a home can give that a school cannot give, and there is much to be said right there, and he should be kept in the home until the parents have had a chance to do considerable on the job. How many years is that? I don't know. It depends somewhat on the child. Because the neighbor's child goes at eight is no reason for sending my boy. If I have given him all I could as he came along, and now he shows need of living with groups of children and trained teachers, then it is time for me to weigh carefully what his home can give and what the best boarding school can give, and strike a balance. If parents scrutinized schools more carefully they might not send their children away so soon, but it is another phase maybe of American faith in education, which is often pathetic.

There can be no flat answer to your question. In some cases undoubtedly yes, in many cases no.

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A Trip Through Egypt

By L. H. PUTNEY*

(*Part Four*)

The Egyptians are a mixed breed; indeed, it is doubtful whether the ancient Egyptian blood runs pure today in a single family, for in the centuries which have elapsed since the days of the Pharoahs there has been such an admixture of Nubian, Arabian, Turkish, and Syrian blood. Some claim that the Copts are the lineal descendants of the ancient Egyptians, but, although the word *Coptic* does mean "Egyptian," its use has a religious rather than a racial significance. The Copts are Christians who claim that their patriarch is the true successor of the shoemaker appointed by St. Luke as the first bishop of the new church in Alexandria. In history their church is frequently referred to as the "Abyssinian Church." Unlike the Muslims and Jews, whose day begins at sunset, theirs commences with sunrise. One characteristic of a Coptic religious service is the use of cymbals and brass bells in place of an organ. Besides, the women are always seated apart from the men.

A few of the old Coptic churches succeeded in surviving the determined assault waged against them by the Muslims after their conquest of Egypt. This was due principally to the fact that they had been built within especially strong Christian fortresses known as *deyrs*. The most interesting of them are those in the deyr that grew up within the precincts of the old Roman stronghold, strangely enough called "Babylon," which was situated on the Island of Rhoda, now a part of the city of Cairo. Here behind the central sanctuary of the co-called "Hanging Church" you may see the ancient tribune with its four tiers or steps, leading up to an apse, where still stands the sacrificial table. On the uppermost tier is placed the episcopal throne; and on the lower ones, the seats of the lesser clergy according to their rank.

In spite of the fact that she has approximately one million Copts, Egypt officially is a Mohammedan country. Each year she sends to Mecca to serve as a covering for the Kaaba a beautiful black silk carpet with inscriptions from the Koran in gold thread. Everywhere you go you run across Mohammedan mosques with their tall, and for the most part graceful, minarets, from which five times a day the *muêzzins* call the faithful to prayer. Cairo is said to have no less than four hundred, but most of them are in a very dilapidated condition, in spite of the fact that they are supported by the government. No infidel is allowed to enter a mosque during the regular weekly service, which is held at noon on Friday. Upon inquiry I learned that there are only a few European Muslims in Egypt, although you would think by the number of persons who wear fezes there were many. It seems that every man in the employ of the government must wear a fez while on duty, and that this headgear does not have any religious significance. As a matter of fact, in the country districts where the Arabs are especially numerous, turbans are more in evidence than fezes. They are long scarfs which are wrapped around the head seven times. A white turban is supposed to indicate a descendant of the Prophet (if that be true, he must have gone Solomon one better in the number of his wives); a green one, that the wearer has made a pilgrimage to Mecca within the year; a black one, a Coptic priest; and so it goes.

Since I came to Egypt, Ramadan, or the holy season of the Mohammedan year, has begun. This lasts a full lunar month and during it every Muslim above the age of twelve goes without food and drink from shortly before sunrise until sunset. I was entertained in the home of one Mohammedan who told me that every morning during Ramadan he and his wife arise at 4 o'clock and have a hearty meal, and then go back to bed for a few hours. During Ramadan the schools, government offices, courts, and even many of the shops open later than at other times, so as to shorten the hours of appreciable fasting as much as possible.

In Cairo I visited several of the more famous mosques. The walls and ceilings of all of them were ornamented with wonderful inlaid work of tropical woods and mother-of-pearl, and with delicate mosaics of colored stones. As a rule the patterns were geometrical, for all representation of living things is interdicted by the Koran, but sometimes they were in the form of religious inscriptions in Arabic characters. In one or two of the mosques the floors were covered with superb Oriental rugs. In the matter of arrangement all of them are much the same.

(*To Be Continued*)

*Foreign Representative, Little, Brown & Co

"School Bright" or "School Dull"

By ARTHUR DEAN

A great many readers ask what I think about intelligence tests.

Most intelligence tests have been devised by pedagogues worked up from their scholastic viewpoints. Pedagogues believe in general education, and therefore they think there can be general intelligence tests. As a matter of fact these intelligence tests merely tell whether a person is "school bright" or "school dull."

Edison was "school dull" and he would probably have failed the "school bright" tests. Thousands of children are "school bright," but when they get into the world they are "life dull."

I should be sorry to have a teacher inform me that my child had not passed the intelligence tests, because I want the child to be "school bright." But if he told me the child had not passed very high I should feel quite encouraged and should have some hope that he might amount to something in the world. At least I should not cry over the results of the test. Rather I should discover how much initiative, independence, character, manual and organization ability he possessed. I would want him healthy, happy, forward looking, imaginative, courteous, willing to work, and clean all over. These qualities would not be on either his "school bright" or "school dull" tests.

Obviously I would feel badly if my child could not spell, could not understand arithmetic, could not read, could not write, could not name a country or a state or a city — I would feel so badly about it that I would take him to a good physician and have him looked over physically. I would look over my own past life and the lives of all the ancestry I could get hold of. I would look into the ancestry of my wife. I would probably be in despair.

But there's one thing more I would do. I would find out if there was anything this child could do besides eat and sleep. Can he use his hands successfully in making things? Does he seem to have good coordination between what little mind he has and his hands and the rest of the body?

It is unfortunate when one has a "fool" — to use a common term — in his family. It sounds and looks rather bad, but you must remember that there are many smart men and bright women who have produced morons.

One of the cleanest and brightest men I know has a wonderful family of five children, but one of them is not bright, — far from it. This couple faced their problem squarely, the child has received most tender and expert care, he has been loved, sacrifices have been made for him, but not at the expense of the other children.

I know it is a terrible thing to have a fool in the family, just as it is a wonderful thing to have a child who is brighter than either of his parents.

Both may be accidents and equally unexplainable.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Herbert's Dying Wish

Those of you who have had my stories read to you know that many times in the past I have written fables for you. Today I am going to tell you a true story and let you draw your own conclusions.

Herbert was a sixteen-year-old boy who recently died in a mid-western town. About the age of fourteen Herbert began to smoke cigarettes. Of course he did it secretly, because his mother and father bitterly opposed the use of tobacco in any form. Herbert was a bright, clever boy, and it was a full year before his mother found him out. In the meantime he had smoked so many cigarettes that he had formed a habit which was too powerful for him to break. With sad eyes his mother watched his steady decline. First his studies suffered, then his health began to fail, then he fell in with bad companions, and finally he was taken ill with a serious lung trouble brought on by the vicious action of the cigarette drug.

"Is there any hope?" asked Herbert, of the old family physician.

"I fear not, Herbert," answered the doctor sadly. "Cigarettes have so weakened your lungs and poisoned your blood that nature is helpless before this pneumonia germ that has taken hold of you."

For a long while Herbert lay back on his pillow and thought, then he roused himself up and said: "I wish I could see all the fellows and tell them to give up smoking."

Herbert died that very night, but before he was buried his wish was granted, for more than one hundred boys filed past his coffin, brought there by Herbert's mother and father.

Most of the boys were so shocked by Herbert's death that they vowed there and then to give up the use of such a deadly drug.

—

On Pollywogs

Today I am going to tell you of pollywogs—little, black, shiny, wriggly pollywogs. You have all seen pollywogs, of course. Sometimes you have seen them with long, thin tails, and sometimes you have seen them with no tails at all, squatting on two long hind legs and two short front legs, all ready to hop away as little frogs.

Last summer I left the main highway in far-off Arizona to go six miles across the desert to the rim of a great hole which had been punched into the earth a thousand years ago by a mighty meteor.

It had rained a week before, and the trough that lines the rough road still held pools of golden-yellow water. As we rode slowly along I saw small, black objects dart here and there across the edges of these pools.

"What fish," I asked myself, "could ever find its way into this desert land, and if it did find its way here, could it possibly live during all the blazing days when there is no rain and, therefore, no golden pools?"

My curiosity was so great that I stopped the car and went over to a pool, and with a swift dart of my hand caught one of the little black swimmers. You know what it turned out to be—a pollywog.

"But how," I asked myself, "could a frog or a toad ever survive on that furnace-like plain?" The answer hopped right into sight from the tangled roots of a cactus plant. An old horned toad had come out to blink his beady eyes at me, no doubt wondering what sort of a beast had come to visit him. I took the old horned toad into my hand. He did not resist in the least, merely swelled out his chest as though rather proud of himself. I stroked his horned head for a second, admiring, as I did so, the marvelous workmanship that it displayed.

"How strangely," I thought, "does life suit itself to the conditions that surround it! Let but a pool of water stand for a week in a desert place and it becomes the home of living creatures hastening, before it has dried away, to live out the lower circle of their lives."

I am very sure if I had visited the same pool a week later I would have found it dried away, but in the tangle of the cactus clumps a little search would have uncovered an army of tiny horned toads.

—

The Greater Good

A little squirrel has come to live at my house. He is so tiny and so beautiful, and sits on the windowsill with such a saucy air of owning the place, that I cannot help holding out a nut to him. At the same time I know that his being where he is means trouble in the days to come.

Because there are no cats on our hill, the birds have come to nest under the eaves of the house, on the wistaria vines that scramble over the high wall, in the elm tree that throws a friendly arm over the roof, and in the tall grass that I never cut because of the meadow lark nests that are hidden there.

Now this little squirrel threatens this whole community of birds. I know exactly what will happen. Little squirrels love eggs as well as they do nuts, and one by one the nests of my little singing friends will be rifled, and the jewels in them broken, and bird song hushed before it has ever been given to the air.

This must not be! I must be loyal to my feathered friends. Their song, their lovely wings, their sweet presence, their industry in keeping my gardens free of bugs, must not be sacrificed for the sake of a beautiful, but destructive, little squirrel, and so my furry friend must go, just as the English sparrows must go. Do you think I am wrong in safeguarding the lives and welfare of beautiful and happy and useful creatures by destroying their natural enemies? I hope not, for there is a far deeper meaning to this chat than that. Beauty and order and usefulness must be preserved in this old world of ours. The villain, the thug, the robber must be restrained.

Wherever civilization is threatened there must rise up its defenders. If those who threaten can not be turned aside by peaceful means, then one must use the sword.

—

The Compass and the Clock

"Dear me!" cried the compass needle. "How dreadfully boring it is to keep oneself always pointing at the North Star. No matter how the ship pitches, or what course she takes, I can never for a moment follow her. Away I must point, over the earth, through millions of miles of space, to a glittering speck there in the sky, which I cannot see at all when the storm is over us or when the sun rises above the horizon."

"You think you are abused!" laughed the ship's clock. "How would you like to be like me—always and forever on the go—round and round, one hand

overtaking and passing the other with such deadly monotony that I feel as though sometime I must fall asleep."

"If we could only change places even for an hour," cried the compass needle. "If for just one hour I could go round and round, and you could stand perfectly still, I feel sure both of us would be so refreshed that we would resume our work with the greatest of pleasure."

It happened that the Old Man of the Sea stood not far away. He was very much amused at the complaints of the compass and clock.

"For one hour, and one hour, alone," he said, "I release you from your regular work. Round and round let the compass go, and let the hands of the clock stand stock still. Meanwhile, I myself shall guide this good ship free of the deadly shoals."

Just at that moment the captain entered the pilot house. First he looked at the clock. "Ten minutes to twelve," he said. "Good old clock! Never varies a second the year round. The old ship weighs anchor at her command, upon her faithfulness depends my knowledge of where we are. What should I do without my good old, faithful clock?"

The captain went over to the compass. "Another faithful friend," said he. "Always, in calm and storm, pointing out the way the ship shall go. What strange power is there in this slender black needle that follows the North Star, no matter how the ship pitches or turns? Without the compass the ship would soon be on the rocks."

When the captain had gone again the compass spoke. "Friendly clock," he said, "I wonder if you feel like I do! The safety of this ship depends somehow on us two. I am sure I cannot make it all out, but we have the captain's word for it. Because you go round and round, and because I stand still the good old ship can go from port to port, past rocks and reefs, unharmed, no matter how the winds blow or the waves tumble and roar."

"You are right!" answered the clock. "'Each to his own task without envy for another' is my motto from now on. Round and round I shall go, telling the hours, while you must hold fast to your unseen anchorage in the far North Star."

The Old Man of the Sea smiled. "Beautiful!" he said to himself. "Each to his own task with all his might and main! How the old clock would wonder if she knew that she, too, is bound to the great North Star with invisible bands of service, and how the compass would wonder if he knew that he went round and round in a great circle about the sun.

"Wonderful majestic world where one serves by standing still, and another by never resting in the work he does."

Last Words of a Famous Man

Sir Walter Scott

One of the most famous sons of rugged Scotland is he who, curiously enough, bears as his own, his beloved country's name, Sir Walter Scott.

Although this genius was trained to be a lawyer, he early showed a preference for literary work. He began with poetry, writing at an early age that well-known and well-appreciated story in rhymed verse, "The Lay of the Last Minstrel." From poetry Scott turned to the writing of historical novels, his subject matter, as one might expect, being the romantic history of his own beloved country. Up to the age of fifty-three Scott was most successful in all he did. He gained great wealth and fame and the title of baronet; then misfortunes crowded thick and fast upon him. He found his fortune swept away, and a debt of over five hundred thousand dollars laid upon his shoulders. Many men would have entered bankruptcy, and thus evaded the payment of such a huge sum, but Walter Scott was built of sturdier stuff. There are few examples in history that compare with the courageous, unflinching way in which he lifted his proud head, and met his difficulties face to face. He had, indeed, fallen on evil days. His wife was dead, his great estate reduced to a few loyal servants, his faithful coachman planting his fields, and his old butler doing odd jobs about the house; nevertheless, with the undaunted spirit of his ancestors he set to work with feverish haste to make enough money to pay his debts. Day and night he labored without rest. Novel followed novel. Success seemed almost within grasp, but nature had been called on to suffer more than she could bear. When his hand had become so stiff with rheumatism that he could not write, he dictated work after work until his mind became dark and confused. Meanwhile his lame leg had become so painful that he could not walk on it. Only his noble will remained, driving his unwilling body like a slave to its appointed task. For six long years the dreadful struggle went on, when, at last, after a brief vacation, he came home to his beloved Abbotsford to die. Calling his son-in-law to him he said: "Lockhart, I have but a minute left to speak to you. Be a good man! Nothing else will give you comfort when you, too, come to be here."

Some people think this a very sad ending for such a useful, inspiring life, but others consider that six-year struggle of the spirit and the flesh the greatest triumph that this noble man ever gained. "For sixty years he had lived, a loyal friend, a good master, and an upright, honest man." When he died, to his glory be it said, he was still master of himself.

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The BOOK TABLE

THE TEACHING OF SECONDARY MATHEMATICS. By Jasper O. Hassler, University of Oklahoma, and Roland R. Smith, Springfield, Massachusetts. Edited by Earle Raymond Hedrich. Cloth. 405 pages. New York: The Macmillan Company.

The best service we can render our readers is to print a sample of the spirit with which the authors have approached the making of this book, and the style in which everything is attractively written.

"Long before the geometers of ancient Greece discovered and proved with mathematical rigor that regular hexagons may be made to fill a plane space without overlapping or leaving space between them, the economical bees were making hexagonal honey cells. For thousands of years before it was announced as a postulate that 'a straight line is the shortest distance from one point to another,' human beings and animals were 'cutting corners' in order to shorten distances. Before the advent of human life the forces of nature were building up sedimentary rocks in parallel strata. Before any life existed on this planet the bodies of the solar system whirled on in their endless journeys about the sun in geometric curves, which in a recent century were discovered to be ellipses. Even before the planets were formed, every two particles of planetary matter were attracting each other by a force directly proportional to the product of their masses and inversely proportional to the square of the distance between them, a relation simply expressed by an algebraic formula. The contact of man with these forces of nature, his experiences and observation of events happening daily about him, inspired him to formulate the observed laws governing the events, and classify the facts and phenomena in a scientific manner. Thus came mathematics.

NEW TYPEWRITING STUDIES. Complete course. By William E. Harned, Columbia University, New York. Cloth. 115 pages. 8 by 12 inches. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is an elaborate as well as completely-equipped one-volume book of instruction in the latest phases of correct and rapid typewriting.

As a sample of its completeness there is a pocket on the inside cover with a Duoclip Cover Holder, which, if attached to the cover of this book from the top on either side, will, when it is folded back, make the book rest firmly on the table at an angle that will permit the pupil to read the text matter with ease. The angle may be changed by moving the Holder up or down.

NUMBER GAMES AND STORIES. By Harriet E. Peet and Frank L. Clapp. Cloth. 181 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

I have been interested in school arithmetics since I taught teachers to teach numbers more than sixty years ago, and I have seen most books on learning numbers for forty-four years, and there has never been as much interest in having little children learn about numbers as in recent years.

I think this book represents more ingenuity in providing schemes to interest even slow-minded children than I have ever seen in any book, and the variety of illustrations is as remarkable as the ingenuity in creating new ways to have little people learn everything about all the first eight numbers.

EXTRA - INSTRUCTIONAL ACTIVITIES OF THE TEACHER. By Roscoe Pulliam, superintendent, Harrisburg, Illinois. Cloth. 459 pages. Garden City, New York: Doubleday, Doran and Company, Inc.

The title of the book provokes curiosity because it is an unusual designation. It is really what has been called Theory and Practice of Teaching for seventy-five years, but it has the advantage of being keenly up-to-date, and will win attention, as it would not were it published under any traditional title. It deserves a wide and appreciative audience.

Nothing is said as it has been said dogmatically or traditionally. The author evidently reads modern authors, and is accustomed to modern thinking. He writes of problems that are as old as human nature, but he thinks of them in present complicated setting and respects the present-day thinking of those who are worthy a place in the schools of today.

He writes as no one else has written. He clothes his thought in the style of the present decade.

PLANNING SCHOOL BUILDING PROGRAMS. By N. L. Engelhardt, Teachers College, Columbia University, and Fred Engelhardt, University of Minnesota. 574 pages. Cloth. 6 by 9 inches. New York City: Board of Publications, Teachers College, Columbia University.

Schoolhouse architecture is a special profession now, and the problems involved require rare genius as well as expert experience.

Teachers College, Columbia University, has magnified this art from every angle, and "Planning School Building Programs" is the latest word in every phase of school building, from the question of location and grounds to the economical use of space and cost of material.

As a matter of fact, the most serious problem is the location of an expensive building where it will serve an increasing and shifting population. This problem is dealt with exhaustively by figures, maps and charts. This feature alone makes the Engelhardt book of inestimable value. There are thirty pages devoted to this vital problem. One-fourth of the space is devoted to illuminating maps of specific conditions, and there are also fourteen tables of statistics. Every map and table is an important contribution to the problem of school building.

This is a sample of the thorough treatment of the twenty major problems of school building, financial and professional.

EVERYDAY LIFE IN ROME IN THE TIME OF CAESAR AND CICERO. By H. A. Treble and E. M. King. Oxford, England: Clarendon Press.

This attractive little book presents life in Rome in classical times as revealed by all modern investigations. It will be as valuable as it will be interesting to teachers who are introducing students to Latin.

Books Received

"Statistics for Teachers." By E. W. Tiegs and C. C. Crawford. Boston: Houghton Mifflin Company.

"Elementary Science by Grades." Book V. By E. C. Persing and C. L. Thiele.—"Elementary Science by Grades." Book VI. By E. C. Persing and J. A. Hollinger. New York: D. Appleton and Company.

"Thomas Jefferson and Education in a Republic." Edited by C. F. Arrowood. New York City: McGraw-Hill Book Company, Inc.

"The Music Hour." Fifth Book. By McConathy, Miessner, Birge and Bray. Newark, N. J.: Silver, Burdett and Company.

"The United States Among the Nations." By Wallace W. Atwood. Boston: Ginn and Company.

"Teaching the Social Studies." By Charles William Heathcote. Boston: Richard G. Badger, Gorham Press.

EDUCATION IN ACTION

Scores Education Bound by Tradition

Dr. W. H. Kilpatrick of Columbia Decries Definition of Learning As Set of Facts to Be Accepted With Reverence

American education must tear itself loose from traditional theories, which conceive of the masses as recipients of information handed down by a chosen few, and must adopt the modern view that learning is an organic and creative process continually devolving upon every individual in a democracy, declared Professor William H. Kilpatrick, of Teachers College, Columbia University. He was addressing teachers attending the second session of the fall conference of the New York City Teachers Union and its auxiliary.

Professor Kilpatrick blamed present educational difficulties on the prevailing interpretation of knowledge and learning as, respectively, sets of facts not to be questioned, and an acceptance whose chief virtue is reverential docility. That attitude, he said, has been inherited from the primitive authoritarian philosophy of early ages, as well as from absolute and infallible truths promoted by Greek and Newtonian science.

"Most of our so-called scientific education," said Dr. Kilpatrick, "is based on this theory of acceptance by the many, a theory which has led to the enthronement of administrators as opposed to educators in school systems.

"American education must now take a sharp turn, swinging, with biologic thinking as an example, to the definition of learning as an organic process contriving solution to real, constantly occurring and ever changing problems."

The educator pointed out that neither present-day schools nor citizenship were completely static, and that those who would change society must work at its every impressionable and flexible point.

Specialists Named For Education Work

Newly appointed specialists in the education of handicapped children and Negro education assume their duties on September 2, according to Mrs. Katharine Cook, chief of the Division of Special Problems, Office of Education. Mrs. Cook said that both specialists are eminently qualified in their fields respectively, and that their names will be divulged by Commissioner William John Cooper in a few weeks. For the first time in the history of the Office of Education a representative of the colored race will occupy a place in the study of problems confronting his race. Both fields of research have been much needed in the office, Mrs. Cook said, and already the work which each will do has been tentatively outlined. The specialist in the education of handicapped children will make a study of the various state and city systems in respect to children of this character, she explained, and will ascertain the number of such children, the methods of educating them, and the various problems confronting educators in affording them the widest opportunities in spite of their disabilities. Negro education has been much neglected generally, Mrs. Cook asserted, and the presence of a specialist racially and culturally sympathetic with their problems will bring to public attention information of great value. One of his projects will be to ascertain if the premise that Negroes require a special education adapted to their abilities different from the whites be true or not.

Pupils Invite Governor to Weddings

School girls keep their promises when it comes to sending wedding invitations, Governor John G. Pollard, of Virginia, has learned. Not many years ago, when the Governor was a professor at the College of William and Mary, in Williamsburg, Va., telling co-eds the agencies through which the state does its work, he would always close the semester by inviting all the girls in his classes to let him know when they "changed their names." During the summer months this year the governor received many wedding invitations at the executive offices. One morning the governor found three invitations from his former students.

Posts Reward to End Rum Selling to Students

Governor Moody, of Texas, is trying to make it more difficult for youth in pursuit of the higher learning to find stimulation or solace in drink. He announced that a reward of $100 would be paid to anybody and everybody furnishing evidence sufficient to convict bootleggers of selling liquor to a student in any university, college, high school or parochial school in Texas. He offered an additional reward of $50 to any duly authorized officer of the State of Texas for obtaining the conviction of a person engaged in the liquor traffic among students. He said he hoped this reward would serve to discourage a tendency to shift liquor cases from state to federal courts. The governor added that he had no reason to believe drinking among students was on the increase, but was determined to do all in his power to stop "the corruption of youth."

One-Room Schools Vanishing Rapidly

In a decade one-room schools have disappeared from the American educational system at the rate of 4,000 annually and are gradually being replaced by consolidated schools. There were 195,397 one-room schools in 1918, compared with 153,306 in 1928. The number of consolidated schools during the same period increased from 7,500 to 17,500.

Education Cost Higher in Chelsea

Superintendent George C. Francis reports that the cost of educating a pupil in Chelsea, Mass., schools last year was $81, exclusive of general control and new outlay. This, he says, is an increase of $2 over the amount per pupil the previous year. Chelsea's cost is $17 less than the average of $98 for the state. The total expenditure last year for schools was $689,710, or 22.7 per cent. of the city's total appropriation. The annual reports show 273 teachers were employed, while there were 8,423 pupils in public schools and 2,309 in private schools.

Goettingen Invites American Students

The University of Goettingen in Germany, founded in 1737 by King George II of England, is this year making special efforts to attract American students to its hall. Many famous Americans have studied there in the past. Goettingen, it is pointed out, like other German universities, differs both in aim and method from the American college and the French university. It does not pretend to stand in loco parentis to the student. It is essentially a place where a student may find

the highest specialists engaged in research in their particular fields, and interested in making men and women capable of independent work in a chosen field, as officials in public life, doctors, lawyers, teachers, theologians and so on. To this end it has an almost infinite variety of lectures, but the lecture, although important, is only an introduction to the study carried on in seminars, and to other work in close co-operation with the teaching staff.

Occupational Problems Of Youth to Be Surveyed

The occupational problems confronting millions of American boys and girls released annually from the schools of the nation into industry and commerce will be surveyed by a subcommittee of the White House Conference on Child Health and Protection. It is estimated that there are more than 8,000,000 boys between fourteen and twenty years of age engaged in industry. One of the objects of the subcommittee, which is called "Youth Outside the Home and School," will be to ascertain the extent of the misfits in the industrial and commercial world. Figures indicate that three out of four boys are misfits in their occupations, that one-half of all boys stay less than six months in their first job, and that some forty per cent. stay less than three months. The committee wants to know what is being done and what should be done to end the mismating of the youth and the job.

Opposition Expressed To War Drill in School

Opposition to all military training in high schools and compulsory military training in colleges was contained in a report of the social service commission of the Colorado Methodist Conference meeting in Fort Collins, Colo., recently.

U. S. Universities Rapped by Educator

"American universities are modeled half on the English and half on the German system, retaining the disadvantages of both," declared Hamilton Holt, president of Rollins College, Winter Park, Fla. The typical disadvantages of the English and the German universities, both of which Dr. Holt finds present here, are, respectively, the lack of discipline and the perfunctuory offering of large bodies of knowledge without taking pains to see that it is intelligently assimilated by the students. The American college, according to Dr. Holt, was first based on the English system. As American scholars began to do graduate work in Germany they introduced German methods in American graduate schools, from which the continental modes permeated the undergraduate departments of our universities. The result has been, Dr. Holt believes, the weaknesses which he deplores.

More Hours in School Today's Trend

That vastly more of childhood will be spent within the four walls of the school of tomorrow is a prediction made on the basis of present trends by the research division of the National Education Association. Schooling, in its opinion, will in the future begin earlier, and will become also a year-round function. Schools for babies, "co-operating with the home in establishing basic habits and emotional patterns which underlie a happy, useful life," are foreseen as a permanent and general feature of the educational landscape. Already in the last ten years, it was pointed out, nursery schools in this country have multiplied almost fifty times over.

Yale Playing Fields To Total 150 Acres

Eight new playing fields, which have been in the course of construction for two years, will be ready for the use of Yale teams this fall, according to Harold F. Woodcock, general manager of the Yale Athletic Association. The fields will be used for class football and soccer in the fall, and lacrosse and class baseball in the spring, and will bring the total amount of land now occupied by playing fields to 150 acres.

Protest the Tests Of Regents' Board

Protests against the exceptional difficulty of Regents examinations in New York were forwarded to Albany recently, as more than 32,000 students completed their Summer session studies in ten senior and seven junior high schools throughout New York City. Dr. Harold G. Campbell, deputy superintendent of schools, announced that he had received several letters from school principals complaining that the Regents' tests conducted this year in the seventeen schools were too difficult. The questions in several subjects—mathematics, bookkeeping and French—were said to be either out of line with newer thought in education or beyond the requirements set forth in the regular syllabi. There is "nothing unusual" in such protests, Dr. Campbell said, and they occur nearly every year. These protests from New York City were reinforced by a complaint from M. Smith Thomas, principal of the Hutchinson School in Buffalo, who, according to the deputy superintendent, declared that the tests were much harder than those in examinations at the end of the regular term.

Student Exchanges Urged by Colombian

Declaring that the good-will tours of President Hoover and Colonel Lindbergh to South America have done much to promote friendship and business relations between the United States and the nations visited, Dr. German Arcinieagas, of Bogota, Colombian educator, recommended that students of this country and Colombia continue the good work through an exchange of visits. "Students of our two lands might, by frequent visits," he said, "aid each other greatly, and perhaps some day begin an international organization of world-wide influence. The student 'ambassadors' might restrict themselves at first to exchanges of ideas on education, and I am sure that in this field South America has much to learn from the United States, particularly in the matter of co-education." Expressing admiration for the equal educational opportunities afforded the sexes in this country, Dr. Arcinieagas said that although South American girls are still barred from institutions of higher learning, one girl in each university town is selected yearly to play a vital part in the social life of the community. Such a girl, entitled "Queen," is elected by ballots sold by the students to the townspeople. The "Queen's" duty, he explained, is to solicit money for the upkeep of the university student house, where all social activities of the students are held. "Queens" also introduce students to the socially prominent citizens of their university towns, and head charitable campaigns. Such a system, he said, might be adopted in the United States. Dr. minent citizens of their university nomics professor at Ramirez College, Bogota, plans to make a survey of American and European educational systems during the remainder of the year. He recently declined appointment as Secretary of Education in Colombia.

Teachers Cautioned To Stay Non-partisan

Herbert S. Weet, superintendent of schools, requested Rochester (N. Y.) school teachers to remain aloof from political committees and electioneering for primaries and the general election, at the opening teachers' meeting of the school year. Politics and the public confidence needed by the teacher in his duty of promoting constructive ideals in the community cannot be mixed, Mr. Weet said. He urged the teachers to exercise the franchise, but not to align themselves publicly with issues and candidates.

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O'Shea Backs Writing Of Texts by Teachers

William J. O'Shea, superintendent of New York City's schools, recently defended the practice under which books used in the city school system are written to a large extent by members of the system itself. He said he believed the "best people to write school books for use in New York City schools are the people who know the situation here." A published list of textbooks written by members of the school system showed that books written by seventy officials or teachers were in use in the city schools. Dr. O'Shea said the practice was entirely within the provisions of the city charter, Section 1,089 of which provides that school officials and teachers may write books for use in the schools. This is an exemption from the general provision that no city official may sell anything in which he is interested to the city.

Farm Night Schools Yield Fine Return

The 4,636 South Carolina farmers who were students in evening agricultural schools were taught by 130 teachers in 250 classes during the planting and harvesting season of 1928-29, and as a result of their improved farm practices the net financial value of their crops was increased to the extent of $565,223. This information is contained in the annual report of the Federal Board for Vocational Education, now in course of preparation in the office of Verd Peterson, supervisor. The amount gained by improved practices exceeded the amount for the previous crop year by nearly $200,000. Improved farm practices dealt with included asparagus, bees, cattle, hogs, corn, cotton, clover crops, hay, oats, orchards, pastures, peanuts, poultry, potatoes, truck, watermelons, and wheat.

School Openings To Aid Business

Reopening of classrooms in schools and colleges throughout the country this month will result in the expenditure of billions of dollars, and will afford activity to a host of industries, services, and merchandising enterprises. The average daily attendance in the public school systems alone now exceeds well over 25,000,000, and the total expenditure aggregates more than $2,200,000,000, it was stated by the Office of Education. This figure does not include the expenditures by parents and pupils outside of the school systems, it was pointed out. The total number of persons attending schools and colleges now exceeds 30,000,000. This includes elementary and high schools, kindergartens, teachers' colleges and normal schools, and regular universities, colleges and preparatory schools. According to various divisions of the Department of Commerce they will spend hundreds of millions of dollars for the numerous articles of merchandise, services, and the like, which will be needed for their return to the classroom. The industries manufacturing school supplies are, of course, especially benefited by the reopening of schools. School furniture—desks, blackboards, hat and coat racks, etc.—is required in large quantities in the seasonal expansion and remodeling of school buildings. The amount of materials purchased by or for the students themselves for the technical pursuance of study runs well into the millions of dollars. Pencils, pens, ink, paper, pads, composition books, slates, books, pamphlets, maps, crayon, typewriters, and other items are needed for the annual pilgrimage to the classrooms.

Business Situation Sends More to School

Education continues to thrive on the business depression. Unemployment with its corollary of increased competition for jobs is filling school and college courses for adults, the country over, at the opening of the new term. In New York City the evening high schools report an unusual enrollment, different in quality as well as in quantity, from that of other years. The Colonel's lady and Judy O'Grady sit side by side in nocturnal classrooms. "In addition to the earnest student type, which we have been having for many years past, young men and women, who, during good economic conditions, spent their leisure in various form of entertainment, are finding it necessary to obtain a better fundamental education," said Morris E. Siegel, director of evening schools. "Those I interview inform me that they are unable to obtain the more desirable types of business positions unless they are at least high school graduates."

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GRINS BETWEEN GRINDS

This Way Out

Mike was going to London for the first time in his life, and his friend Pat was giving him a few hints on what to do and where to go in the great city. "What do I do when I go to the zoo?" asked Mike. "You be careful about the zoo," advised Pat. "You'll see some foine animals if you follow the words 'to the lions' or 'to the elephants,' but take no notice of the one 'to the exit,' for, Mike, it's a fraud, and it's outside I found myself when I went to look at it."—Christian Advocate.

Undesirables

Hobo (on board train)—"Has anybody lost a roll of bills?"

"Yes, I have," cried several voices.

Hobo—"Take them! They are from the butcher."

Not to Suggest, of Course

"What a fine child. Can he say anything?"

"Yes, we've taught him to say 'Thank you' every time any one puts a dime in his bank."

Success

"What constitutes a successful business man?"

"A man who has the horsepower of an optimist and the emergency brakes of a pessimist."

Truth Above All

Teacher—"So you confess to being the one who wrote on the blackboard 'Our Teacher Is a Mutt'?"

Jimmy—"Yes."

Teacher—"I'm glad that for once you've spoken the truth."

Speaking Pharmaceutically

Two druggists were talking about one of their confreres who had just died.

"He was a great druggist," said one.

"He was," admitted the other. "But don't you think he made his chicken-salad a little too salty?"

Not Metered

"Maxie," queried the teacher of the juvenile class, "what is the difference between electricity and lightning?"

"You don't have to pay nothing for lightning," answered Maxie.

Real Treat

Fond Father (to his little son)—"Now if you promise to stop crying an' be a good boy, I'll take you down town to see the accidents."

More Attention Needed

Sonny—"Must I sleep in the dark?"

Mother—"Yes, dear."

Sonny—"Then let me say my prayers over again more carefully." — Detroit News.

Dared Him

The ambitious young actor had set out to conquer the Provinces with "Hamlet," but the tour soon ended, and he was compelled to walk home.

"Didn't they like you?" asked a sympathetic friend.

"They didn't seem to," replied the actor, sadly.

"But didn't they ask you to come before the curtain?"

"Ask me!" repeated the would-be actor, with tears in his eyes. "Ask me! They even dared me."—Vancouver Province.

Not So Gifted

"When did the robbery occur?" asked the attorney for the prosecution.

"I think,"—began the witness.

"We don't care what you think—we want to know what you know," said the lawyer.

"Well, I may as well leave the stand, then," retorted the witness. "I can't talk without thinking. I'm not a lawyer."

Speedy Learner

Policeman—"Miss, you were doing sixty miles an hour!"

She—"Oh, isn't that splendid! I only learned to drive yesterday."

Meetings To Be Held

OCTOBER

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

31: Franklin County Teachers' Association, Greenfield, Massachusetts, Howard M. Porter, president.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

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8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I .Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

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